

Introducing PPE: Ideas That Shape Your World

Time	Mon, Wed, Fri: 10:00AM–10:50AM	Instructor	Professor David Emmanuel Gray
Location	Talbert Hall 115	Contact	📍 Park Hall 118, ✉️ degray@buffalo.edu
Instruction Mode	LEC (Lecture) and P (In Person)	Student Meetings	Tue, Thu: 12:00PM–2:00PM, or by appointment
Credits	3.00		

Overview

Description

Whether you’re destined for the boardroom, the campaign trail, or simply want to be a more informed citizen, Philosophy, Politics, and Economics (PPE) will equip you with the tools to navigate the complexities of our ever-changing world. In this exploratory, hands-on course, you will discover how to apply key concepts, theories, and ideas of PPE to better understand and approach social problems while working with others to solve them. You will also meet guest speakers from Buffalo and Western New York and hear how PPE influences their work in improving our own communities.

Purposes & Learning Outcomes

The primary purpose of this course is to introduce you to the field of Philosophy, Politics, and Economics (PPE) and its practical applications.

To help guide us, this course has five learning outcomes. By this December, you will be able to:

1. Identify and employ common terminology in PPE,
2. Explain and summarize arguments within PPE texts,
3. Apply important PPE concepts and theories to various hypothetical and real-world situations,
4. Assess competing claims concerning how pressing social problems ought to be addressed, and
5. Reflect on your own assumptions and form more considered judgments on how to address social issues.

In addition, this course also has a secondary purpose of assisting in your professional development, preparing you for life after graduation.

I have designed all course activities (on page 2) with these purposes and learning outcomes in mind.

Learning Resources

There are no textbooks to buy for this course. I have posted all the readings on the course website. The course website will also have assignments and other course materials, along with any updates to our schedule.

Announcements & Other Communication

I will email important information to you throughout the semester, so routinely check your UB email for updates. Otherwise, I will gladly answer your questions, discuss your work, or respond to your concerns. Please see me at my office or get in touch with me via email.

Structure

This course is based on the principle of experiential learning, where you learn not only from me but also from your discussions and interactions with your classmates. Indeed, like any activity, the application and assessment of the concepts and tools of PPE is best learned through active engagement and practice.

As a result, the quality of the course depends critically on your individual attention and participation. The purpose of us coming together as a class is to learn, practice, apply, and critically assess the concepts and tools of PPE together as a group.

Our class meetings will typically follow an interactive lecture format, with time set aside for group activities. This gives you opportunities to actively think through and apply these concepts and tools, rather than passively absorb what others may say about them.

To help keep you engaged, I will do my best to make our class meetings worthwhile and time well spent. I will also take special care to create an environment where you feel comfortable asking questions and expressing your own views.

Grading

Unless you are notified of otherwise, the grading scale is as follows:

97.0–100.0	A ⁺	87.0–89.9	B ⁺	77.0–79.9	C ⁺	67.0–69.9	D ⁺
93.0–96.9	A	83.0–86.9	B	73.0–76.9	C	63.0–66.9	D
90.0–92.9	A [–]	80.0–82.9	B [–]	70.0–72.9	C [–]	60.0–62.9	D [–]
						0.0–59.9	F

Please note that UB does not allow final course grades to be an A⁺ or a D[–]. Therefore a final course grade of an A⁺ will be assigned an A and a final grade of a D[–] will be assigned a D.

Attendance

I will take attendance promptly at the start of each class meeting. If you are not sitting in your seat at that time, you will be marked absent. If you show up after that—even if you are only late by 5 seconds—then you will be marked as late. However, if you show up more than 10 minutes late, you remain marked as absent.

In designing this course, I have drawn on a wealth of material. Of special note is the work of Ramona Ilea and Monica Janzen on “Experiments in Ethics”, which has directly influenced the “Experiments in PPE” for this course. See their website on Engaged Philosophy (<https://www.engagedphilosophy.com>) for more.

Activities

Participation

This course challenges each of us to share in the process of understanding and evaluating the fundamental concepts and tools of PPE. As a result, I expect that for each class meeting you show up on time prepared, take notes, pay close attention to what we are covering, ask questions when confused, positively work with your partners during in-class activities, and, by the end of class, grasp what we accomplished that day.

However, I will also do my best to make our class meetings worthwhile and time well spent. I will also take special care to create an environment in which you feel comfortable asking questions and expressing your confusions when they arise. To get the most out of our class meetings, *do not confuse this cooperative style of learning with mere conversation or informal, organized chatting.*

I also highly encourage you to **find yourself a notes buddy**. That is, you are encouraged to exchange university email addresses with at least one other person in class. That way, if you miss something covered during a class meeting, you can contact your notes buddy and catch up on any material that you might have missed. In short, **if you miss class or are late to class, for any reason, contact your notes buddy.**

What If You Miss a Class Meeting?

Missing an in-class activity, such as a group discussion or an experiment in PPE, under any circumstances does not excuse you from that activity. However, keep in mind that a philosopher's stone (see page 7) may be used for make up for certain in-class activities. (If you are uncertain about whether a stone may be used for a specific activity, please do not hesitate to ask.) So occasionally missing a class meeting may not have significant impact on your final course grade.

In any case, if you miss a class meeting for a reason that is excused according to the university attendance policy (on page 9), you may have the opportunity to complete a make-up assignment. The nature of this opportunity will depend on the precise class meeting missed, as some in-class activities are unique without any meaningful equivalent. However, even if the absence is excused, you must reach out to me via email with your excuse within 72 hours of the absence. Otherwise, you will not be allowed to make up the missed activity.

Group Discussions (20% of Final Grade)

Time is set aside during every class meeting for you to engage in discussions with your classmates, either in small groups or with all of us together as a class. For every group discussion, the group as a whole is assessed together, based on overall completeness and collective effort. These points are easily earned if you show up and do your part.

Professional Development (10% of Final Grade)

Throughout the semester, you will be assigned professional development tasks. The purpose of these tasks is to prepare for your life after graduation while also encouraging you to better understand how the ideas and skills you are learning in this class may prove useful for your future careers.

Reading

Readings are assigned most weeks, which you are expected to have read and thought about according to the class schedule (on pages 3–6). This allows us to devote more time to understanding the concepts and practicing the tools that the texts are trying to teach rather than simply reviewing their contents. Hence, you need to do more than merely peruse the readings: you must endeavor to understand what they are trying to convey.

Keep in mind that this material is not like reading a novel or a textbook. There will be times when you must read slowly and carefully. You may have to stop and think about things; and you should be prepared to go back and reread important sections. I also suggest that you take notes while you read, so that you can remember the text's main points. Finally, feel free to bring any questions you may have about the reading to class.

Social Annotations (20% of Final Grade)

To assist you with the reading, you will work with your classmates on Perusall to collaboratively annotate the readings. Unless you are told otherwise, for each of the social annotation activities, make at least 4 annotations to the reading. Your annotations for a reading are due the Sunday *after* we have talked about that reading in class, so you should have plenty to annotate!

Substantive responses to the annotations of your classmates will count as annotations of your own. Indeed, this is meant to be a real social experience for us, so **I would strongly prefer that at least half of your annotations are in response to those of a classmate.** Remember, though, be respectful of each other—the purpose of these annotations is for us to think about the readings together while also learning from each other.

Experiments in PPE (40% of Final Grade)

Throughout the semester, you will be doing many different experiments in PPE. Most of these will be in-class, where you work with your classmates to complete certain activities. There will also be some important out-of-class experiments as well. These experiments will take many forms and will be scored based on specific criteria for each experiment. However, the overarching goal of all these experiments is to help you apply the concepts and tools of PPE to the real world and your own experiences to those concepts and tools.

Some experiments will be followed up with a reflection and, if appropriate, documentation of what you did. I will give you specific requirements as the due dates approach. If you feel anxious about any experiment guidelines—let me know so I can better clarify them. **Without a doubt, this is the most amazing part of the course!**

Please note that some experiments in PPE ask for you to interact with your world and community. However, please do so only in a way that is **SAFE** and **COMFORTABLE** to **YOU**. You get to choose how you will complete those experiments. Please do not hesitate to meet with me if you are encountering difficulties in completing those experiments.

Final Presentations (10% of Final Grade)

The most important experiment in PPE that you will do this semester is to organize an activity, large or small, that tries to make the world better in some tangible way. During finals week, you will then do a 5-minute oral presentation about that experiment in front of me and your classmates.

Schedule

wk	Date	Class Meeting Topics / Readings	Activities*
1	8/26 (Mon)	What is PPE? (Topic #1) Read: Gray, D. E. (2024, Fall). <i>PHI 103LEC GRA: Introducing philosophy, politics & economics: Ideas that shape your world</i> [Syllabus]. Department of Philosophy, University at Buffalo.	
	8/28 (Wed)	What is PPE? No reading.	 Civic action activity due in class.  Professional photo due by 11:59PM (midnight).
	8/30 (Fri)	Guest Speaker: Hannah Giarrizzo, Assistant Director of Community Engagement, Office of Student Engagement, University at Buffalo	
2	9/1 (Sun)		 What is PPE? due by 11:59PM (midnight).
	9/2 (Mon)	 Labor Day 	
	9/4 (Wed)	Understanding Arguments (Topic #2) Read: Harrell, M. (2016). <i>What is the argument? An introduction to philosophical argument and analysis</i> . MIT Press.	 Career community selection due by 11:59PM (midnight).
	9/6 (Fri)	Understanding Arguments No reading.	 Change making letter diagram due in class.
	9/7 (Sat)		9/11 Day of Service with Tunnels to Towers Foundation from 8:30AM to 1:00PM (counts as 3 hours towards the volunteer activity).
3	9/8 (Sun)		 Understanding arguments due by 11:59PM (midnight).
	9/9 (Mon)	Social Norms (Topic #3) Read: Muldoon, R. (2022). Social norms. In C. M. Melenovsky (Ed.), <i>The routledge handbook of philosophy, politics, and economics</i> (pp. 137–148). Routledge.	 Joint venture ultimatum due in class.  Unilateral decision due in class.
	9/11 (Wed)	Social Norms No reading.	 Career readiness competencies exploration due by 11:59PM (midnight).
	9/13 (Fri)	Guest Speaker: Carl Remmes, Career Design Consultant, Career Design Center, University at Buffalo	
4	9/15 (Sun)		 Social norms due by 11:59PM (midnight).
	9/16 (Mon)	Commitment Problems (Topic #4) Read: Hardin, G. (1968, December 13). The tragedy of the commons. <i>Science</i> , 162(3859), 1243–1248.	 Happy fishing activity due in class.
	9/18 (Wed)	Commitment Problems No reading.	 Red/blue activity due in class.  Making professional connections due by 11:59PM (midnight).
	9/20 (Fri)	Guest Speaker: Carl Remmes, Career Design Consultant, Career Design Center, University at Buffalo	

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Schedule (Continued)

wk	Date	Class Meeting Topics / Readings	Activities*
5	9/22 (Sun)		 Commitment problems due by 11:59PM (midnight).
	9/23 (Mon)	Negotiating a Job Offer (Topic #5) Read: Lax, D. A., & Sebenius, J. K. (1986). The negotiator's dilemma: Creating and claiming value. In <i>The manager as negotiator: Bargaining for cooperation and competitive gain</i> (pp. 29–45). Free Press.	 New recruit negotiation due in class.  Change making letter draft due by 11:59PM (midnight).
	9/25 (Wed)	Negotiating a Job Offer No reading.	 Informational interview scheduled due by 11:59PM (midnight).
	9/27 (Fri)	Peer Evaluations of Change Making Letter No reading.	 Change making letter peer evaluations due in class.
6	9/29 (Sun)		 Negotiating a job offer due by 11:59PM (midnight).
	9/30 (Mon)	Opportunity Costs & Sunk Costs (Topic #6) Read: MacNeil, C. (2024, February 24). <i>How the sunk cost fallacy influences our decisions</i> . Asana. https://asana.com/resources/sunk-cost-fallacy	
	10/2 (Wed)	Opportunity Costs & Sunk Costs No reading.	 Change making letter due by 11:59PM (midnight).
	10/4 (Fri)	Mailing Your Change Making Letters No reading.	 Change making letter mailed due in class.
	10/5 (Sat)		Community Day from 9:00AM to 1:00PM (counts as 4 hours towards the volunteer activity).
7	10/6 (Sun)		 Opportunity costs & sunk costs due by 11:59PM (midnight).
	10/7 (Mon)	Legitimacy & The Social Contract (Topic #7) Read: Rawls, J. (1999). [Procedural justice]. In <i>A theory of justice</i> (Revised ed., pp. 74–75). Belknap Press.	 Lake Erie cleanup negotiation due in class.
	10/9 (Wed)	Legitimacy & The Social Contract No reading.	 Informational interview report due by 11:59PM (midnight).
	10/11 (Fri)	Organizing an Activity Discussion No reading.	
8	10/13 (Sun)		 Legitimacy & the social contract due by 11:59PM (midnight).
	10/14 (Mon)	 Fall Break 	
	10/16 (Wed)	Why Vote? (Topic #8) Read: Brennan, J. (2020 December 4). <i>The ethics and rationality of voting</i> . Stanford Encyclopedia of Philosophy. https://plato.stanford.edu/entries/voting/	 Buying your vote activity due in class.
	10/18 (Fri)	Why Vote? No reading.	

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Schedule (Continued)

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9	10/20 (Sun)		 Why vote? due by 11:59PM (midnight).
	10/21 (Mon)	What Is the “Will of the People”? (Topic #9) Read: Pacuit, E. (2019 June 24). <i>Voting methods</i> . Stanford Encyclopedia of Philosophy. https://plato.stanford.edu/entries/voting-methods/	 Creating a voting scheme due in class.
	10/23 (Wed)	What Is the “Will of the People”? No reading.	 Organize an activity: update 1 due by 11:59pm (midnight).
	10/25 (Fri)	Guest Speaker: Carl Remmes, Career Design Consultant, Career Design Center, University at Buffalo	
10	10/27 (Sun)		 What is the “will of the people”? due by 11:59PM (midnight).
	10/28 (Mon)	Markets & The Invisible Hand (Topic #10) Read: Read, L. E. (1964). Only God can make a tree—or a pencil. In <i>Anything that’s peaceful: The case for the free market</i> (pp. 149–231). Foundation for Economic Education.	 Bills tickets auction due in class.
	10/30 (Wed)	Markets & The Invisible Hand No reading.	 Organize an activity: update 2 due by 11:59pm (midnight).
	11/1 (Fri)	Markets & The Invisible Hand No reading.	
11	11/3 (Sun)		 Markets & the invisible hand due by 11:59PM (midnight).
	11/4 (Mon)	How May We Most Effectively Help Others? (Topic #11) Read: MacAskill, W. (2015). Worms and water pumps. In <i>Doing good better</i> (pp. 1–14). Avery.	 Charitable giving investigation due in class.
	11/6 (Wed)	How Can We Most Effectively Help Others? No reading.	 Charitable giving decision due in class.  Organize an activity: update 3 due by 11:59pm (midnight).
	11/8 (Fri)	Guest Speaker: Hannah Giarrizzo, Assistant Director of Community Engagement, Office of Student Engagement, University at Buffalo	 Root cause tree activity due in class.
	11/9 (Sat)		Veterans Day of Service from 9:00AM to 1:00PM (counts as 3 hours towards the volunteer activity).
12	11/10 (Sun)		 How may we most effectively help others? due by 11:59PM (midnight).
	11/11 (Mon)	Fairness: Equality or Entitlement? (Topic #12) Read: Nozick, R. (1974). Distributive justice. In <i>Anarchy, state, and utopia</i> (pp. 149–231). Basic Books.	 New grading scheme selection due in class.
	11/13 (Wed)	Guest Speaker: R.J. Haq, Assistant Director of Civic Engagement, Office of Student Engagement, University at Buffalo	

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Schedule (Continued)

wk	Date	Class Meeting Topics / Readings	Activities*
	11/15 (Fri)	Guest Speaker: Carl Remmes, Career Design Consultant, Career Design Center, University at Buffalo	✔ Volunteer activity report due by 11:59PM (midnight).
13	11/17 (Sun)		✎ Fairness: equality or entitlement? due by 11:59PM (midnight).
	11/18 (Mon)	Structural Injustice (Topic #13) Read: McKeown, M. (2021, July). Structural injustice. <i>Philosophy Compass</i> , 16(7).	✔ Roman market activity (part 1) due in class.
	11/20 (Wed)	Structural Injustice No reading.	✔ Roman market activity (part 2) due in class. ✔ Organize an activity: update 4 due by 11:59pm (midnight).
	11/22 (Fri)	Structural Injustice No reading.	
14	11/24 (Sun)		✎ Structural injustice due by 11:59PM (midnight).
	11/25 (Mon)	Updates on Organizing an Activity No reading.	✔ Organize an activity: update 5 due in class.
	11/27, 29	🍷 Thanksgiving Break 🍷	
15	12/2 (Mon)	Urban Segregation (Topic #14) Read: Kahlenberg, R. D., & Quick, K. (2019, June 25). <i>Attacking the black–white opportunity gap that comes from residential segregation</i> . The Century Foundation. https://tcf.org/content/report/attacking-black-white-opportunity-gap-comes-residential-segregation/	✔ Parable of the polygons activity due in class.
	12/4 (Wed)	Urban Segregation No reading.	
	12/6 (Fri)	Guest Speaker: Thomas Murdock, Clinical Assistant Professor of Entrepreneurship, Operations Management and Strategy, School of Management, University at Buffalo	
16	12/8 (Sun)		✎ Urban segregation due by 11:59PM (midnight).
	12/9 (Mon)	Preparing for Final Presentations No reading.	
	12/11 (Wed)		✔ Organize an activity report due by 11:59PM (midnight).
17	12/16 (Mon)	Final Presentations from 8:00AM to 11:00AM.	💬 Final presentations due in class.
	12/18 (Wed)		✔ Letter to future students due by 11:59PM (midnight).

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Policies

Late Work

Classes become quite overwhelming when deadlines are missed. In such situations, it is easy for work—and anxiety!—to pile up. This is why I expect that your activities are done on time.

That said, there may be times when you cannot get things done as expected. If that happens, **do not panic!** Philosopher's stones are there to help. If the situation is truly extraordinary, please do see me about a reasonable accommodation.

Reasonable Accommodations

You are a human being with all the usual challenges associated with human finitude. Illness, family emergencies, job interviews, other professors, and so on will inevitably lead to legitimate conflicts over your time. If you expect that you will be unable to complete a course activity on time, please notify me as soon as possible and we can agree on a reasonable accommodation.

Please recognize that most reasonable accommodations will require that you use philosopher's stones or do additional work. This is done to keep things fair between you and your classmates—after all you are asking for extra time that they do not get. So when you propose a reasonable accommodation, please reflect on what would preserve that fairness.

Challenging an Activity's Assessment

I am human also: mistakes may occasionally occur when evaluating course activities. Therefore, you have one week after an assessment is returned to challenge it. To do so, you must provide a clear written explanation (email is preferred) outlining your reasons for why there seems to be a mistake. I take all such requests extremely seriously, with a spirit of humility. I will then meet with you, as necessary, to work on resolving things satisfactorily.

Of course, I always encourage you to talk with me about how you may improve on future course activities!

Photography & Recording Etiquette

To maintain an open academic environment that encourages class discussions about potentially controversial, sensitive, and/or personal issues, I ask that you please refrain from taking photographs or making audio and/or video recordings during class.

Mobile Phones, Laptops & Related Technologies

Student interactions with portable technology devices can harm the dynamics of the classroom. Unless I tell you otherwise, you must silence mobile phones prior to class and not use them during class. All laptops should be closed unless you have made prior arrangements with me and have demonstrated that using a laptop is necessary for your learning.

Sharing Course Materials

All my course materials, available digitally or distributed in hardcopy during class, are protected by copyright laws. You may use these materials and make copies for your own personal use, but unauthorized distribution and/or uploading of course materials without my written permission is strictly prohibited.

Academic Integrity

Academic integrity is embodied by commitments to honesty, trust, fairness, respect, diligence, and rigor in the pursuit of knowledge. As a student in this class, academic integrity means following all directions on assignments, clearly distinguishing your own original work from the work done by others in your assignments, and seeking help whenever you are struggling. This is laid out in the academic honor code (on page 8) for this course. You are also expected to sign an agreement to adhere to that code.

In this class, the typical violation of academic integrity is *plagiarism*. Examples of this include cutting-and-pasting material without proper citation, paraphrasing ideas from external sources without attribution, and borrowing ideas from a classmate without reference and/or acknowledgment.

While I treat violations of academic integrity on a case-by-case basis, I carefully follow the University at Buffalo's process of consultative resolution. According to this process, when I suspect an academic integrity violation, I first meet with the student for an explanation. If, after that meeting, I remain convinced that there is a violation, I will report it to the Chair of the Philosophy Department, the Dean of the College of Arts and Sciences, and the Academic Integrity Office. This protects the student's right to appeal.

Beyond that, I typically impose a penalty that exceeds the penalty of not having done the assignment at all. For instance, the penalty for plagiarizing on an activity is worse than for not having done that activity at all. Again, the student retains the right to appeal any such decision.

In particularly severe cases, or when the student has committed previous academic integrity infractions, there may also be further penalties imposed by the Academic Integrity Office.

For more information, please visit their website:

<https://academicintegrity.buffalo.edu>

If you ever find yourself tempted to violate these standards of academic integrity, please seek an alternative course of action. Email me for a reasonable accommodation, or turn in partially completed work. I assure you that the impact will be far more generous in these ways.

Philosopher's Stones

You initially have 5 philosopher's stones to use during this course.

Earning Stones

If less than 40% of the class shows up on time to a class meeting, then everyone who did arrive on time will earn 0.25 of a philosopher's stone.

If less than 20% of the class shows up on time to a class meeting, then everyone who did arrive on time will earn 0.50 of a philosopher's stone.

For every 400 points you earn from social annotations, you will earn 1.00 philosopher's stone.

Using Stones

One philosopher's stone may be exchanged for...

- Full credit for any one class discussion, or
- A 48-hour extension for any professional development activity.

Two philosopher's stones may be exchanged for...

- Full credit for any one social annotations activity.

Academic Honor Code for Introducing PPE

Students at the University at Buffalo, because they part of a community of scholars, must share its commitment to learning and discovery. The nature of this commitment generates fundamental obligations to the highest standards of academic integrity, honesty, and ethics. Adhering to these principles ensures that the academic endeavors we undertake garner us the greatest personal satisfaction and intellectual gain.

The University at Buffalo academic community is composed of learners—individuals dedicated to an open exchange of ideas and who share their ideas for the purpose of improving knowledge for all people. In order for this academic enterprise to be successful, we must embrace personal, ethical, and moral principles to guide our interactions.

These principles require personal integrity, a commitment to honesty without compromise, as well as truth without equivocation and knowing when to place the good of the community above the good of the self. Obligations once undertaken must be met, commitments kept.

The discovery, advancement, and communication of knowledge are not possible without these commitments. Creativity cannot exist without acknowledgment of the creativity of others. New knowledge cannot be developed without credit for prior knowledge. Without the ability to trust that these principles will be observed, our academic community cannot exist.

The commitment of its faculty, staff, and students to the highest of personal, ethical, and moral standards also contributes to the respect in which the University at Buffalo degree is held. Students must not destroy or otherwise diminish that respect by their failure to meet these standards.

Student Responsibilities

For this course, it is important that no one gains an unfair advantage through academic misconduct. Academic misconduct is any act that does or potentially could improperly distort student grades or other academic records. Such acts include, but are not limited to, the following:

- Possessing, using, or exchanging improperly acquired written or verbal information in the preparation and/or completion of any course activity;
- Substitution for, or unauthorized collaboration with, another student or person in the commission of course requirements;
- Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate citations; and
- False claims of performance or work that has been submitted by the student.

In addition, each student enrolled in this class must sign an honor agreement affirming their commitment to uphold this code. This agreement may reappear for activities to remind everyone of their responsibilities.

Faculty Responsibilities

As the instructor, I am also expected to help create an environment where honesty flourishes. To that end, I will do my utmost to make it known as specifically as possible, on multiple occasions, what constitutes appropriate academic conduct as well as what comprises academic misconduct in this course.

Throughout all this, I will also provide clarification to any student questions concerning any of the above.

University Policies

Accommodations for Students with Disabilities

The University at Buffalo is committed to providing reasonable accommodations for equal access to this course for all students. To access accommodation services, you must initiate the request with Accessibility Resources at Student Life.

If Accessibility Resources determines that your request for accommodation is reasonable, they will provide you with an Accommodation Memo. Keep in mind that you will need a new Accommodation Memo each semester. (If you are a returning student and your needs have not changed, you can simply contact Accessibility Resources for an updated Accommodation Memo.)

Once you receive your Accommodation Memo, it is your responsibility to inform faculty and staff of any accommodations that they may need to know about. The Accessibility Resources staff will explain in more detail how (and when) to share this Accommodation Memo with others.

For more information, please visit

<https://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>

Sex Discrimination & Sexual Harassment

The University at Buffalo is committed to ensuring that all members of our community can work and learn in a safe environment, free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and stalking.

For my part, I am committed to preserving a classroom and university environment in which each student can contribute and learn free from discrimination, harassment, and sexual misconduct. I am also committed to supporting survivors and those impacted by intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, and so on.

Please note that **all University at Buffalo faculty members are required to report disclosures of sexual misconduct to the Office of Equity, Diversity and Inclusion (EDI)**. If you disclose an incident of sexual misconduct to me in- or outside of the classroom (with the exception of disclosures in assignments), I am required to share that with EDI. EDI, will, in turn, reach out to provide support, resources, and the option to meet. EDI will keep all information private, and will only proceed with an investigation with the consent of the student, or if there is a risk to the health or safety to the reporting student or others if the university does not take action.

For more information, please contact the University at Buffalo's Title IX Coordinator at 716-645-2266, or visit

<http://www.buffalo.edu/equity/obtaining-assistance/sex-discrimination-and-sexual-harassment.html>

For confidential assistance, you may also contact a Crisis Services Campus Advocate at 716-796-4399.

Attendance

The university is committed to promoting student responsibility; therefore, there is no rule for student class attendance. However, every class instructor shall provide students a course syllabus during the first week of class that specifies attendance policies and dates and times for classes, exams and all other required activities. Classes are to meet at the time and location listed in the official university course schedule, unless changed with the consent of the entire class. Instructors may take account of unexcused absences in determining course grades. However, participation in various university activities (e.g., athletics) may require class absence.

Students may be justifiably absent from classes due to military obligations, religious observances, illness documented by a physician or other appropriate health care professional, conflicts with university-sanctioned activities documented by an appropriate university administrator, public emergencies, and documented personal or family emergencies. The student is responsible for notifying the instructor in writing with as much advance notice as possible. Instructors may determine a reasonable amount of coursework that should be completed to make up the student's absence. Students are responsible for the prompt completion of any alternative assignments.

If a student absence situation cannot be resolved between the student and the class instructor, or either party feels unfairly treated by the process, the Academic Grievance Policy and Procedures for Undergraduate Students should be followed. For more information, please visit

<https://catalogs.buffalo.edu/content.php?catoid=1&navoid=19#academic-grievance-policy-and-procedures-for-undergraduate-students>

For information regarding procedures for military call-up during the semester, please refer to the Undergraduate Leave of Absence forms. For more information, please visit

<https://catalogs.buffalo.edu/content.php?catoid=1&navoid=19#leave-of-absence>

Attendance on Religious Holy Days

Students who belong to religious faiths that require observance during work or school days will be excused from class without penalty if they have provided advanced instructor notification. If such a requested absence results in a student's inability to fulfill the academic requirement of a course scheduled on that particular day, the instructor must provide an opportunity for the student to make up the requirement without penalty. Students shall not be charged any fees or experience any adverse or prejudicial effects due to absence from coursework due to religious observance.

If a student absence situation cannot be resolved between the student and the class instructor, or either party feels unfairly treated by the process, the Academic Grievance Policy and Procedures for Undergraduate Students should be followed. For more information, please visit

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